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ABSTRACT

The Board of Education of the Houston Independent School District, through the Volunteers in Public Schools, organized the Kindergarten Screening Project in 1970. The screening instruments and procedures were developed by a committee of specialists composed of representatives from the Houston Independent School District, Baylor College of Medicine, Texas Research Institute for Mental Sciences, Child Development Clinic, and the University of Houston. They were based on standard items representing gross and fine motor activities, language development, social functioning, distant vision, and hearing. The volunteer orientation and training procedures, and the responsibilities of the volunteers are described. A check list of necessary materials for each test is provided. Administration instructions and examples are given for each of the five screening instruments: Distant Vision, Hearing, Eye-Hand Coordination, Language Learning, and Gross Motor. Supplementary instructions in Spanish are also provided for each instrument. (Author/EW)

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Kindergarten Screening Instrument

TM006 617

Administration Manual
Continuing Revision Number 7
Project of Volunteers in Public Schools (VIPS)
Houston Independent School District
3830 Richmond Avenue
Houston, Texas 77027

KINDERGARTEN SCREENING MANUAL
(Continuing Revision Number 7)

Houston Independent School District
3830 Richmond Avenue
Houston, Texas 77027

PARTICIPATING DEPARTMENTS

Data Processing
Guidance
Language and Speech
Nursing
Physical Education
Printing Services
Department of Special Programs and Services
Volunteers in Public Schools

Item Number 33.2004

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THE SCREENING PROJECT
ITS BACKGROUND, CONCEPT, AND PURPOSE

The Board of Education of the Houston Independent School District, through the Volunteers in Public Schools (VIPS), organized the Kindergarten Screening Project in 1970. The project was initially conceived by the Board Committee on Special Education chaired by Leonard R. Robbins, M. D. At that time 1800 volunteers were recruited and trained to conduct the screening in all elementary schools in the District. In 1971, the Board of Education received the National Education Association's Thom McAn Award in recognition of its use of volunteers - representing the resources of the entire community - in the execution of its Kindergarten Screening Project. At present, the General Superintendent places the Director of Volunteers in Public Schools in charge of planning and administering the program. Each year the Junior League of Houston has assigned chairpersons to assist in the administration of the project.

The 1970 screening instruments (or procedures) were constructed by a committee of specialists composed of representatives from the Houston Independent School District, Baylor College of Medicine, Texas Research Institute for Mental Sciences, Child Development Clinic, and the University of Houston. They were based on standard items representing gross and fine motor activities, language development, social functioning, distant vision, and hearing.

The concept of screening for children who learn differently has been readily accepted; however, screening instruments for the five-year-old are in the early stages of development. In fact, no school district in the nation has developed a reliable, validated instrument for screening children on the kindergarten level. (A validated instrument in this case is one which has been shown to identify correctly those children who could be best served by special attention in certain learning areas.) Professionals estimate that it takes five or six years to develop such an instrument. This instrument has thus changed substantially since 1970 and will continue to be revised if it is needed. Since 1972 volunteers at several schools have furnished validity information. Professionals and teachers also have observed children and rated abilities. This kind of participation by professionals, teachers, and volunteers is necessary for the Houston District to succeed in its efforts to create a validated instrument, which will make an outstanding contribution to elementary education.

The purpose of early screening is to identify difficulties that may inhibit the child's educational progress. Further evaluation and appropriate follow-up are necessary in each case where a possible difficulty is identified. A difficulty may require medical attention, testing, study, and/or observation in order to provide instructional programs suitable to the child's needs. It is hoped that early detection of difficulties will eliminate some of the frustration which may be experienced by the child, the teacher, and the parent.

ORIENTATION AND TRAINING PROCEDURES

Orientation and training sessions for volunteers preparing to screen are planned for a three-day period in September. Each participant will be expected to attend one of the training sessions.

Orientation and training of persons involved in the Kindergarten Screening will be departmentalized. Specialized consultants in each of the five instrument areas will be available for assistance and guidance according to the needs indicated. The extent of training will be determined and directed according to the specifications and needs of individuals in relationship to each instrument area. One or more of the following approaches will be utilized during orientation and training: (1) overview, purpose, and objectives of instrument areas; (2) methods and directions for administering the instrument; (3) demonstration of each instrument area; (4) utilization of videotape in training and orientation; (5) discussion of responsibilities of persons involved; and (6) question and answer periods.

This is a major cooperative effort on the part of both the Volunteers in Public Schools and Houston Independent School District staff. Upon completion of the training session, volunteers will be qualified to administer the instrument for which they received training.

RESPONSIBILITIES OF HISD DEPARTMENTS

1. Nursing Department will be directly responsible for orienting, training, and defining the roles of personnel and volunteers who will be involved in the administration and scoring of the Distant Vision and Hearing Instruments.

2. Physical Education Department will be directly responsible for orienting, training, and defining the roles of volunteers who will be involved in the administration and scoring of the Gross Motor Instrument.

3. Department of Special Programs and Services will be directly responsible for orienting, training, and defining the roles of volunteers who will be involved in the administration and scoring of the Eye-Hand Coordination and Language-Learning Instruments.

RESPONSIBILITIES OF HISD FACULTY SCREENING CHAIRPERSON IN COOPERATION WITH VOLUNTEER SCREENING CHAIRPERSON

1. Before the screening at his school:

   a. Attend orientation and training as directed.
   b. Send information slips to parents of kindergarten children as directed.
   c. Make physical facilities available for screening. In cooperation with the principal, designate five separate areas. Aim for areas close together, the quietest room in the building for the Hearing Instrument, and a bright area 25' long for the Distant Vision Instrument.
   d. Secure and check materials needed for screening. See Checklist, pp. 9-10. Double asterisks indicate items usually available in the school building. All other items will be contained in the supply box sent from the VIPS office.
   e. Fill in Data Sheets, Identification and Check Cards, and Compilation Sheets with information from kindergarten enrollment cards available in school office prior to screening.

2. At the time of the screening at his school:

   a. Stress to each screener the need to grid only once per item on Data Sheet.
   b. Arrange for each child's Identification and Check Card to be marked as each area of the instrument is completed.
   c. To speed the process, begin screening in all five areas at the same time.
   d. Facilitate transportation of students between stations by using untrained volunteers or mature 6th graders.

3. By the end of the last day of screening at his school:

   a. Complete and return Compilation Sheets to kindergarten teachers.
   b. Complete and distribute Report Sheets as directed at the bottom of each. If the designated professional is unassigned in the Faculty Screening Chairperson's building, his copy goes to the principal. (See samples, pp. 76 - 80.)
   c. Recheck Data Sheets for completion and accuracy. Return them in envelope provided in supply box to VIPS Office, Route 10. (Items on each instrument are scored only one time. Be certain that no additional marks, writing, or signatures are on the Data Sheets.)
   d. Fill out Screening Chairperson Evaluation and yellow form for volunteers who screened. Return them to envelope provided in supply box.
   e. Not later than one week after screening, return supply box containing materials, evaluation and names of volunteers to Braeburn Elementary School, Room 21, Route 1.

RESPONSIBILITIES OF VOLUNTEERS IN PUBLIC SCHOOLS

Since 1970, the Junior League of Houston has appointed two volunteers to serve on the Board of Volunteers in Public Schools and co-chair the VIPS Kindergarten Screening Project. A third person was appointed to assist with screening supplies. These co-chairpersons cooperate with the director of VIPS and the HISD Screening Advisory Committee to plan the project, recruit volunteers, and execute the screening.

PTA/PTO liaisons are appointed to be responsible for the execution of screening in the schools they represent. The liaisons may appoint volunteer assistants. Liaisons are to be trained in two instruments and may serve as substitute screeners when necessary.

Each principal appoints a volunteer screening chairperson to cooperate with the faculty chairperson (a professional person in his building) to execute the screening in his school. The volunteer chairperson recruits 14-16 volunteer screeners, including bilinguals where necessary, and notifies them of training sessions. She assists the faculty chairperson in the execution of the screening.

Volunteer screeners, recruited by school volunteer chairpersons, are responsible for attending an orientation and training session and for screening in the instrument in which they are trained: Distant Vision, Hearing, Eye-Hand Coordination, Language-Learning, or Gross Motor.

DATA SHEET INSTRUCTIONS

Before Screening - USE #2 PENCIL AND WRITE ON A HARD, SMOOTH SURFACE TO:

1. Complete name, school, and date on top line.

2. Complete school number section as shown on sample Data Sheet.

   a. Fill in boxes with your school number.
   b. Grid once per line to correspond to the number in the box.

3. Complete student identification number sections. Students' identification numbers may be obtained from the school office.

   a. Write the correct identification number in the blank space at the top right corner of the Data Sheet.
   b. Fill in the boxes with the correct numbers.
   c. Grid once per line to correspond to the number in the box.

4. Complete Sex section by gridding Male or Female.

5. Complete Ethnic Group section

   a. AA - Anglo American
   b. MA - Mexican American
   c. NA - Negro American
   d. Other

During Screening - BE SURE SCREENERS UNDERSTAND THEY ARE TO:

1. Make grid marks with a #2 pencil and write on a hard, smooth surface.

2. Look carefully at the scoring instructions in their Instrument sections while administering each item to each child. (To avoid any confusion, screeners should always keep the Data Sheet and their Instrument section side by side.)

3. Grid only once per line, filling in entire space in the circle.

4. Grid NO RESPONSE only if child refuses the entire Instrument.

5. Make no marks on the Data Sheet other than in the circles. (Any comments which may be helpful to the kindergarten teacher may be written on the child's Compilation Sheet.)

6. Erase any scoring errors very carefully.

7. Total the score and grid Adequate, Referred, or No Response.

8. Transfer the Adequate - Referred - No Response information

   a. For all children - to the Compilation Sheets which they carry.
   b. For Referred and No Response children - to the Report Sheet which should be made in triplicate with carbon paper provided.

9. Check off the Instrument completed on the child's Identification Card.

10. See that the child does not crinkle or chew his Data Sheet.

11. Never use paper clips, staples, or rubber bands on Data Sheets.

12. Recheck work.

<u>After Screening</u> - CHECK OVER ALL DATA SHEETS TO BE SURE: *

1. The top edge and the right hand edge of each Data Sheet is not crinkled or chewed. (Copy over any Data Sheets found in this shape.)

2. There is only one grid per line and no other marks at all.

3. Either Adequate or Referred or No Response has been gridded in each Instrument.

4. Screeners have transferred Data Sheet results of each Instrument onto the Compilation Sheets and three Report Sheet copies. (Distribute the Compilation Sheets to the kindergarten teacher(s) and the Report Sheets to the persons named at the bottom of each sheet.)

5. Return Data Sheets in brown envelope provided in supply box to VIPS office, Route 10.

* Use a hard, smooth surface to make any needed changes (not on the stack of sheets where a correction might make an impression on underlying pages).

TESTED TIMES FOR EACH INSTRUMENT

Instrument	Minutes			Estimated Number of Children per 1/2 day
	Slow	Average	Fast	
Vision	5	4	3	30 (1 station)
Hearing	5	4	3 1/2	30 (1 station)
Eye-Hand Coordination	10 1/2	9	8	26 (2 stations)
Language-Learning	8	6 1/2	5	30 (2 stations)
Gross Motor	7	5	4	40 (2 stations)

CHECKLIST
KINDERGARTEN SCREENING MATERIALS
FOR EACH SCHOOL

Distant Vision Screening

** 1. One primary chair for child
** 2. One large chair for each screener
** 3. Desk or table
4. Two #2 pencils
5. Letter Chart, large
6. Letter Recognition Chart, small - mount on cardboard
7. Individual occluder cards (index cards)
** 8. Waste Basket
** 9. Screen or room divider if separate room is not available
**10. Gooseneck lamp - 60-100 watt bulb (if needed)
**11. Masking tape to mark location of child's chair
12. Tape measure
13. Report Sheets (carbon paper and paper clips)

Hearing Screening

** 1. One primary chair for child
** 2. One large chair for each screener
** 3. One large table or desk for screeners
4. Two #2 pencils
** 5. +Cassette tape recorder
6. Hearing tapes, English and Spanish
7. Page of pictures (baseball, airplane, ice cream) - mount on cardboard
** 8. Soundproofing, such as rugs and screens
** 9. Masking tape to mark the location of cassette tape recorder and child's chair
10. Tape measure
11. Report Sheets (carbon paper and paper clips)

Eye-Hand Coordination Screening

** 1. One primary table for each child - important to have <u>smooth</u> surface
** 2. One primary chair for each child
** 3. One large chair for each screener
4. Six primary size pencils (husky--fat) for child's use - keep sharpened
5. Two #2 pencils for recording only
6. Marks-a-Lot for demonstration of items 1 and 3
7. Unlined white paper
** 8. Ruler for item 3

+A tape recorder is furnished by each elementary school. They are pre-set at a level of 40 dB SPL, and the volume dial is fastened with masking tape at the proper volume. <u>DO NOT CHANGE THE VOLUME SETTING.</u>

Eye-Hand Co rdination Screening (Continued)

* 9. Chalk and blackboard or easel and paper (big enough for 12" triangle)
10. Sample of square for item 1
11. Maze drawings for child's use - demonstration and circular
12. Visual discrimination sheet for child's use
13. Block (dots) drawings - screener's copy and child's copy
14. Stick in box drawings - screener's copy and child's copy
** 15. Scissors for screener
16. Report Sheets (carbon paper and paper clips)

Language-Learning Screening

** 1. One primary chair for child
** 2. One primary table for child
** 3. One large chair for screener
4. Two #2 pencils
5. Plural pictures (2 pp.)
6. "Ing" pictures (2 pp.)
7. Category pictures (6 pp.)
** 8. Scissors for screener
9. 3" x 5" card
**10. Book
11. Report Sheets (carbon paper and paper clips)

Gross Motor Screening

** 1. One table for each scorer
** 2. One large chair for each scorer
3. 24" hoop (to make, connect one end of tubing to end containing dowel)
4. Tape measure
** 5. Masking tape to mark lines for items 5 and 6
6. Five bean bags
7. Two #2 pencils
8. Report Sheets (carbon paper and paper clips)

Supplies for all Screeners

1. Data Sheets
2. Individual Screening Instruments
3. Compilation Sheets
4. Studen Identification and Check Card

**Items available in the school building

THE DISTANT VISION INSTRUMENT
Kindergarten Screening
Volunteers in Public Schools

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INSTRUCTIONS FOR DISTANT VISION SCREENING

A. Purpose

The purpose of the distant vision screening is to identify, for further evaluation by the school nurse, children with potentially handicapping visual impairment.

Referral to an eye specialist after rescreening by the school nurse is based on the criteria set up for all elementary school children in HISD.

B. Equipment

** 1. One primary chair for child
** 2. One large chair for each screener
** 3. Desk or table
4. Two #2 pencils
5. *Letter Chart, large
6. *Letter Recognition Chart, small - mount on cardboard
7. Individual occluder cards (index cards)
** 8. Waste Basket
** 9. Screen or room divider if separate room is not available
**10. Gooseneck lamp - 60-100 watt bulb (if needed)
**11. Masking tape to mark location of child's chair
12. Tape measure
13. Report Sheets (carbon paper and paper clips)

C. Screeners

Two volunteers (including bilingual screener where needed) - one screener and one assistant, each having good vision, corrected or uncorrected

D. Arrangement of Screening Area

1. Area must be at least 25' long and must be adequately lighted without glare. Noise or other distractions should be kept to a minimum. A separate room should be used if possible.

2. Place the large Letter Chart on the wall so that the eye level of the seated child will be even with this Chart. There should be nothing of a distracting nature behind this Chart. (Use brown wrapping paper, if necessary, to make a neutral background.) The Chart should not be

*Sample Charts are located at the back of the Distant Vision Instrument
**Items available in the school building

visible to children waiting to be screened, and a screen or room divider can be used to accomplish this if necessary. Place a chair beside this Chart for a screener who will use a pointer - pencil or ruler.

3. Use a spotlight to illuminate the Chart. A 60-100 watt bulb in a gooseneck lamp at a distance of two feet from the Chart is suggested.

4. Measure and mark a line on the floor 20' from the Chart. Place the back legs of the child's chair at this line.

5. Place screener's chair next to child's chair.

6. Arrange a desk or writing table near the screener. Place individual occluder cards, small Letter Recognition Chart, Report Sheets, and pencils on the table.

7. Place a waste basket near screener's chair.

E. Procedure

After child is seated, ask child's name and establish rapport. Give directions in English first, then in Spanish if needed.

Note: If the child refuses to take the Distant Vision Instrument for either eye, grid only NO RESPONSE on the Data Sheet for that eye.

1. If child wears glasses, he should leave them on.

2. Have child look at the Letter Chart on the wall and ask him what he sees. The screener should then call the letters whatever the child has called them - letters, numbers, etc. Using the child's terms will put him more at ease. (Therefore, it is not important that the child know his letters or even know that letters exist. If the child can see well, he will be able to match the symbols.)

3. First check the right eye using the top line of the wall Chart, then check the left eye using the bottom line.

4. Have the child hold the occluder card over his left eye. (Hold the card for him only if necessary.) The pointer should say if the child's eye is not covered.

5. Say, "Now look at the Chart on the wall." Have assistant point to any letter on the top line of that Chart. Show child small Letter Recognition Chart for the first time. Hold the Chart upright 14" to 16" in front of the child, being careful not to obstruct his view of the wall Chart. Say to the child, "Point to the letter here that looks just like the one the lady is pointing to." After child has pointed to a letter, remove the Letter Recognition Chart. The screener and the pointer should repeat this procedure for each of the other three letters on that same line. (Since the Letter Recognition Chart is removed from child's sight each time, it may be necessary

to remind the child to look at the wall Chart.) If the child correctly identifies three or more letters on that line, score ADEQUATE for the right eye.

6. Have the child hold the occluder card over his right eye and proceed as in Step 5, having the assistant point to each of the four letters on the bottom line this time.

7. If the child is unsure in matching letters, refer him.

8. Record results.

F. Adequate-Referred-No Response

Overall performance in Distant Vision should be gridded for each eye as follows:

ADEQUATE if sees 3 or more letters
REFERRED if sees 2 or less letters
NO RESPONSE if child refuses to take the Distant Vision Instrument for that eye

Score on Data Sheet as illustrated below.

Score: Right eye	ADEQUATE	REFERRED	NO RESPONSE
	O	O	O
Score: Left eye	ADEQUATE	REFERRED	NO RESPONSE
	O	O	O

G. Compilation Sheet and Report Sheet

After completing all information on the Data Sheet, complete the Distant Vision section of the Compilation Sheet. If the child is referred or did not respond, transfer his name to the Report Sheet, filled out in triplicate with carbon paper.

H. Identification Card

Check the child's ID card upon completion of the Distant Vision Instrument.

SPANISH SUPPLEMENT
INSTRUCTIONS FOR DISTANT VISION SCREENING

E. 5. See English version for instructions and scoring. Say, "Mira allá." Assistant points to Chart on wall. "Ahora, enséñame aquí (con tu dedo) la letra que se parece (o es igual a) a la letra allá en la pared."

DISTANT VISION

Letter Chart, large

D T F Z

T Z D F

21

DISTANT VISION
Letter Recognition Chart, small

Z T

D F

DISTANT VISION
Letter Recognition Chart, small

Z T

D F

THE HEARING INSTRUMENT
Kindergarten Screening
Volunteers in Public Schools

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INSTRUCTIONS FOR THE HEARING SCREENING

A. Purpose

The purpose of the hearing screening is to identify, for a complete audiometric evaluation, children with potentially handicapping hearing impairment. In particular, the objective is to identify children who may experience difficulty in "everyday" listening situations. Toward this end, three words have been recorded to represent different frequency ranges, and children will listen to them at a set volume.

B. Equipment

**1. One primary chair for child
**2. One large chair for each screener
**3. One large table or desk for screeners
4. Two #2 pencils
**5. +Cassette tape recorder
6. Hearing tapes, English and Spanish
7. *Page of pictures (baseball, airplane, ice cream) - mount on cardboard
**8. Soundproofing, such as rugs and screens
**9. Masking tape to mark the location of cassette tape recorder and child's chair
10. Tape measure
11. Report Sheets (carbon paper and paper clips)

C. Screeners

Two volunteers (including bilingual screener where needed), who have good hearing

D. Arrangement of Screening Area

1. This screening instrument must be given in the quietest and smallest room available and where the child being screened can be neither seen nor heard by waiting children. Two weeks before the screening date, check with the school on a room for the Hearing Instrument.

+A tape recorder is furnished by each elementary school. They are pre-set at a level of 40 dB SPL, and the volume dial is fastened with masking tape at the proper volume. DO NOT CHANGE THE VOLUME SETTING.

*Sample pictures are located at back of the Hearing Instrument
**Items available in the school building

2. Consider the following to make room quiet:

   a. Put rugs on floor to help deaden the noise
   b. Avoid places near air conditioning vents, bathrooms, and street noises
   c. Find small area such as bookroom or closet
   d. Make an area smaller by stacking books or by using a refrigerator box for a room

3. Put the large table behind the primary chair. Measure the distance 36" from the back of the primary chair to a spot on the large table. The center of the speaker of the tape recorder+ should be there. (Mark position of child's chair and tape recorder with masking tape.) The screener's chair should be located so that the screener can (a) operate the tape recorder; (b) see, but not face the child; and (c) demonstrate for the child and see him point to the correct picture on his paper. (The screener will be sitting behind and to the side of the child. The child will be facing away from the tape recorder.) The child's shoulders must touch the back of the chair.

E. Procedure

After the child is seated, ask the child his name and establish rapport.

Place English tape in tape recorder first, then change to Spanish tape if needed. Use electricity, not a battery.

Note: If the child refuses to take the entire Hearing Instrument, grid only NO RESPONSE on the Data Sheet.

1. If the child wears a hearing aid, he should leave it on.

2. Hold up the page of pictures (baseball, airplane, ice cream) in front of the child. Point to a picture and ask, "What is this?" If he cannot name a picture or if he names the picture differently (i. e., "ball" for "baseball"), tell him what it is and ask him to repeat it. When he can identify each picture easily, let him hold the page. (Hold the picture page for him only if necessary.) The screener should say, "Listen carefully. You will hear a recording. On your page of pictures, show me the picture that the tape talks about." (The tape will say: "Point to the ice cream." "Where is the airplane?" "Show me the baseball.")

3. Start the tape. If the child can identify each picture without hesitating, proceed until he has responded correctly to each picture twice. Then, stop and score him "adequate." If he misses the same picture twice, stop the tape recorder. Say, "Listen carefully and watch me do it." Turn on the tape recorder, and demonstrate the next three directions. Then say, "Now you do it." Leave on the recorder until (a) he correctly identifies each picture twice in two or three trials (score "adequate"), or (b) the child fails this time to identify correctly any one picture twice in three trials (score "referred").

F. Adequate-Referred-No Response

Overall performance in Hearing should be gridded as follows:

ADEQUATE if identifies each picture twice in two or three trials
REFERRED if does not identify each picture twice in three trials
NO RESPONSE if child refuses to take entire Hearing Instrument

Score on Data Sheet as illustrated below.

Score:	ADEQUATE	REFERRED	NO RESPONSE
	O	O	O

G. Compilation Sheet and Report Sheet

After completing all information on the Data Sheet, complete the Hearing section of the Compilation Sheet. If the child is referred or did not respond, transfer his name to the Report Sheet, filled out in triplicate with carbon paper.

H. Identification Card

Check the child's ID card upon completion of the Hearing Instrument.

SPANISH SUPPLEMENT
INSTRUCTIONS FOR HEARING SCREENING

E. See English version for instructions and scoring. Hold up the page of pictures (baseball, airplane, ice cream) in front of the child. Point to a picture and ask, "¿Qué es ésto?" If he cannot name a picture, tell him what it is and say, "Ahora dilo tú."

Say, "Escucha con cuidado. Vasa oir un disco. En tu página de retratos, enséñame el retrato que el disco está nombrando." Or, "Enséñame el retrato de que está hablando el disco." (pelota, avión o aeroplano, helado o nieve)

If he misses the picture, say, "Escucha con mucho cuidado y mira lo que hago yo. Ahora hazlo tú."

THE EYE-HAND COORDINATION INSTRUMENT
Kindergarten Screening
Volunteers in Public Schools

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INSTRUCTIONS FOR EYE-HAND COORDINATION SCREENING

A. Purpose

The screening for eye-hand coordination indicates how a child coordinates what he perceives with how he uses his fine muscles and how he can handle tools. These abilities are needed so a child may function in his environment and may effectively use such tools as crayons, pencils, or scissors.

The ability to handle tools is necessary, as writing is a skill which is needed throughout a child's academic life. It permits him to demonstrate his acquisition of knowledge and information. Difficulties in the skill of handwriting can produce feelings of inadequacy and frustration. Therefore, early detection of any difficulty and appropriate direction for remediation are important.

B. Equipment

** 1. One primary table for each child - important to have smooth surface
** 2. One primary chair for each child
** 3. One large chair for each screener
4. Six primary size pencils (husky--fat) for child's use - keep sharpened
5. Two #2 pencils for recording only
6. Marks-a-Lot for demonstration of items 1 and 3
7. Unlined white paper
** 8. Chalk and blackboard or easel and paper (big enough for 12" triangle)
** 9. Ruler for item 3
10. *Sample of square for item 1
11. *Samples of squares to be expected
12. *Samples of boy/girl drawings to be expected (3 pp.)
13. *List of body parts for scoring boy/girl
14. *Samples of triangles to be expected
15. *Sample of maze drawings for child's use - demonstration and circular
16. *Samples of maze errors to be expected
17. *Sample of visual discrimination sheet for child's use
18. *Sample of block (dots) drawings - screener's copy and child's copy (2 pp.)
19. *Samples of acceptable blocks
20. *Sample of stick in box drawings - screener's copy and child's copy (2 pp.)
21. *Samples of acceptable stick in box drawings
**22. Scissors for screener
23. Report Sheets (carbon paper and paper clips)

C. Screeners

Four volunteers to provide for two stations (including bilingual screeners where needed)

D. Arrangement of Screening Area

There should be a primary table and a primary chair for the child during screening. The screener should sit across the table from the child.

*Sample pictures are located at back of Eye-Hand Coordination Instrument
**Items available in the school building

E. Procedure

After the child is seated, ask the child his name and establish rapport. Give directions in English first, then in Spanish if needed.

Note: If the child refuses to take the entire Eye-Hand Coordination Instrument, grid only NO RESPONSE on the Data Sheet. If the child refuses only certain items of the Instrument, grid those =0=.

1. CAN COPY A SQUARE

Place a big, husky pencil and unlined paper directly in front of the child. Place the picture of a square flat on the table above the child's paper and say, "Make one just like this." (Do not name it.)

If he cannot make a square, say, "Watch what I am doing." Draw a square on his sheet (start at child's upper left hand corner, move down, then across to the child's right, then up, then across to the child's left) making sure that the angles are well defined and that the sides are approximately equal in length. Say, "Now you do it."

See samples, back of Instrument.

Score on Data Sheet as illustrated below.

Drawing:	Unrecognizable	1 square corner	2 square corners	3 square corners	4 square corners, sides unequal or rotated	Perfect square, not rotated more than 30°
Score:	=0=	=1=	=2=	=3=	=4=	=5=

2. CAN DRAW A BOY OR GIRL

Place a big, husky pencil and unlined paper directly in front of the child. Say, "Make a picture of a boy (or girl, if a girl) on this page. Make it right here." Point to the paper. If the child is reluctant, say, "You can make a picture of a boy (girl). Make the best one you can." If the child stops after drawing the head, say, "Make all of him (her)."

Count number of body parts included on child's drawing. Count according to the following directions.

Count one for each of the following 14 parts included: head, body, arms, legs, hand and/or fingers, feet and/or toes, clothing, nose, mouth, eyes, ears, hair, neck and shoulders, eyebrows. Clothing can be counted once and only once. If child has drawn frills such as buttons or a collar, count one for clothing. A hand or hands with or without fingers counts one. A foot or feet with or without toes counts one. A neck counts one only if drawn with shoulders.

Arms coming out of head do not count, nor do hands and fingers on those. Parts that come in pairs are counted one whether one or both are present in the drawing (e.g., one leg or two legs is counted one point). If in doubt, ask the child, "What is this?"

See samples, back of Instrument.

Score on Data Sheet as illustrated below.

Drawing:	Unrecognizable or 1-3 parts	4-5 parts	6-7 parts	8-9 parts	10-11 parts	12-14 parts
Score:	=0=	=1=	=2=	=3=	=4=	=5=

3. CAN COPY A TRIANGLE FROM BLACKBOARD TO PAPER

Before screening first child, make standard drawing of triangle on blackboard or easel--12" or more per side by using a ruler and chalk or Marks-a-Lot.

Place a big, husky pencil and unlined paper directly in front of the child. Show him the triangle on blackboard or easel and say, "Make one just like this." (Do not name it.)

If he cannot make a triangle, say, "Watch what I am doing." Draw a triangle on the blackboard (start at the top, move left and down, then right across, then up and left to complete the figure) making sure that the angles are well defined and that the sides are approximately equal in length. Say, "Now you do it."

See samples, back of Instrument.

Score on Data Sheet as illustrated below.

Drawing:	Unrecognizable	1 pointed corner	2 pointed corners	3 pointed corners	3 corners, equal sides, rotated more than 30°	3 corners, equal sides, not rotated more than 30°
Score:	=0=	=1=	=2=	=3=	=4=	=5=

4. CAN COMPLETE CIRCULAR MAZE

Demonstration:

Show child semi-circular maze. Say, "This is Sara." (Point to Sara with your pencil.) "She lives in the house here." (Point to house with pencil.) "This is a road. I want you to draw a line from Sara to her house without getting off the road. If you go across a line you are off the road."

If child has difficulty, demonstrate for him until he understands the task. (Make certain child uses big, husky pencil.) DO NOT score. Move to circular maze.

Circular maze:

Say, "This is Sara again." (Point to Sara with your pencil.) "She is even further away from her house here." (Point to the house with pencil.) "This is a road. I want you to draw a line from Sara to her house without getting off the road. If you go across a line you are off the road."

Count one error for each time the child goes off the road. Do not count one error when he crosses line to get back on the road. Touching the line does not count as an error. Raising pencil and putting it back in the same spot does not count as an error. If the child does not put pencil back on the same spot, it is an error. Encourage the child to get back on the road. If child makes no real attempt to stay on road, score him =0=.

Note: Scoring is confusing.

See sample, back of Instrument.

Score on Data Sheet as illustrated below.

Drawing:	5 or more errors	4 errors	3 errors	2 errors	1 error	0 errors
Score:	=0=	=1=	=2=	=3=	=4=	=5=

5. VISUAL DISCRIMINATION

Show the child the visual discrimination sheet. Say, "Here is a figure." (Point to the first figure.) "Here are some other figures." (Point to the three remaining figures.) "I want you to circle the figure here (point to the three figures again) that is just like the one over here (point to the one figure). Do the rest of the page the same way."

See sample, back of Instrument.

Score on Data Sheet as illustrated below.

Figures:	0 correct	1 correct	2 correct	3 correct	4 correct	5 correct
Score:	=0=	=1=	=2=	=3=	=4=	=5=

6. CAN REPRODUCE PATTERN

Before screening the first child, cut screener's copy of dot pictures into five parts so screener can show only one block at a time in proper order.

Place the child's copy of the unfinished block pictures on the table directly in front of child. (Do not cut child's copy.) Say, "These are blocks." Place the screener's block #1 flat on the table above the child's sheet. Point to the screener's block #1 and say, "My block is as it should be. I want you to make this one over here (point to child's block #1) just like mine (point to screener's block #1). Put dots in where they should go to make yours look like mine." (Point to child's block #1.) Let child look at screener's block #1, while he is working on reproducing his own block. Repeat procedure for each of the remaining pictures. Be certain to show child each time which block on his paper he should complete.

See samples, back of Instrument.

Score on Data Sheet as illustrated below.

Patterns:	None	1	2	3	4	5
Score:	=0=	=1=	=2=	=3=	=4=	=5=

7. CAN REMEMBER AND REPRODUCE

Before screening the first child, cut screener's copy of stick pictures into five parts so screener can show one box at a time in proper order.

Place the child's copy of the unfinished stick pictures on the table directly in front of child. (Do not cut the child's copy.) Point to child's box #1 and say, "Here is a picture of a box with a stick in it. I am going to show you another picture of a box with more sticks in it and then take it away. I want you to look at my box when I show it to you. Remember where the sticks are. You can draw them in your box where they should go." (Show the child box #1 on his copy.)

Place the screener's box #1 flat on the table above the child's sheet for five seconds. Then remove it and say, "Okay, put the sticks in your box to make it just like the one I showed you." (Remove screener's box if child begins to draw before five seconds elapse.) Repeat procedure for each of the four remaining boxes. Be certain to show child each time which box on his paper he should complete.

See samples, back of Instrument.

Score on Data Sheet as illustrated below.

Remembers:	None	1	2	3	4	5
Score:	=0=	=1=	=2=	=3=	=4=	=5=

F. Adequate-Referred-No Response

Overall performance in Eye-Hand Coordination should be gridded as follows:

ADEQUATE if total score is 16 or above
REFERRED if total score is 15 or below
NO RESPONSE if child refuses to take the entire Eye-Hand Coordination Instrument

Score on Data Sheet as illustrated below.

Score:	ADEQUATE (16 or above)	ADEQUATE	REFERRED	NO RESPONSE
		O	O	O

G. Compilation Sheet and Report Sheet

After completing all information on the Data Sheet, complete the Eye-Hand Coordination section of the Compilation Sheet. If child is referred or did not respond, transfer his name to the Report Sheet, filled out in triplicate with carbon paper.

All of the child's work should be attached to the Compilation Sheet.

H. Identification Card

Check child's ID card upon completion of the Eye-Hand Coordination Instrument.

SPANISH SUPPLEMENT
INSTRUCTIONS FOR EYE-HAND COORDINATION

1. CAN COPY A SQUARE

See English version for instructions and scoring. Say, "Dibuja uno como éste." If he cannot make a square, say, "Mira lo que yo dibujo." Draw a square on his sheet and then say, "Ahora hazlo tú."

2. CAN DRAW A BOY OR GIRL

See English version for instructions and scoring. Say, "Haz (dibuja) un retrato de un niño (niña, si es una niña) en ésta página." Point to the paper and say, "Hazlo aquí." If the child is reluctant, say, "Tú puedes hacer (o dibujar) un retrato de un niño (o niña). Dibuja lo más bonito que puedas." If the child stops after drawing the head, say, "Dibuja todo el cuerpo."

3. CAN COPY A TRIANGLE FROM BLACKBOARD TO PAPER

See English version for instructions and scoring. Say, "Dibuja uno como éste." If he cannot make a triangle, say, "Fíjate como lo hago yo." Draw a triangle on the blackboard and then say, "Ahora hazlo tú."

4. CAN COMPLETE CIRCULAR MAZE

See English version for instructions and scoring. Say, "Ésta es Sara; ella vive aquí en ésta casa. Este es el camino. Quiero que dibujes una línea desde Sara hasta su casa sin salirte del camino. Si cruzas las líneas, te saliste del camino." Move to circular maze. Say, "Aquí está Sara otra vez. Éste es el camino. Ahora está más lejos de su casa. Quiero que le ayudes a Sara otra vez a encontrar su casa. Dibuja una línea de Sara hasta su casa, sin salirte del camino. Si cruzas la línea, te saliste del camino."

5. VISUAL DISCRIMINATION

See English version for instructions and scoring. Say, "Aquí está una figura." (Point to the first figure.) "Aquí están otras figuras." (Point to the three remaining figures.) "Quiero que pongas un circulo aquí (point to the three figures again) en la figura que es como la otra aquí." (Point to the one figure.) "Haz el resto de la página de la misma manera."

6. CAN REPRODUCE PATTERN

See English version for instructions and scoring. Say, "Éstos son cuadros. Éste cuadro es mío. Éste cuadro está como debe ser. Haz tu cuadro como el mío poniendo los puntos dónde deben estar."

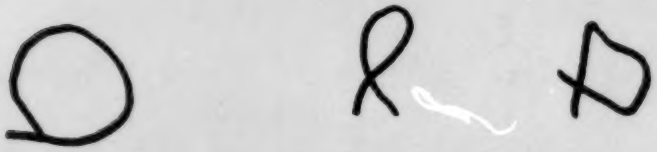
7. CAN REMEMBER AND REPRODUCE

See English version for instructions and scoring. Say, "Aquí está un cuadro con un palito adentro. Te voy a enseñar otro cuadro que tiene más palitos adentro, despues te lo voy a quitar. ¿Recuérdas dónde están los palitos? Bueno, ahora dibuja los palitos en tu cuadro para que estén igual como los palitos en el otro cuadro que te enseñé."

EYE-HAND COORDINATION
ITEM 1 - Sample square

EYE-HAND COORDINATION
ITEM 1 - Sample Squares to be Expected

SCORE

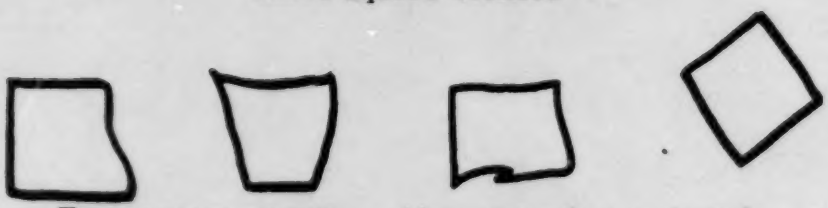


Unrecognizable =0=

One square corner =1=

Two square corners =2=

Three square corners =3=



Four square corners, sides unequal, or rotated =4=

Perfect square, not rotated more than 30° =5=

EYE-HAND COORDINATION
ITEM 2 - Sample Boy/Girl Drawings

SCORE

Unrecognizable

head, eyes, mouth (3 parts)

head, eyes, nose (3 parts)

0-3 parts
=0=

head, hair, legs, feet (4 parts)

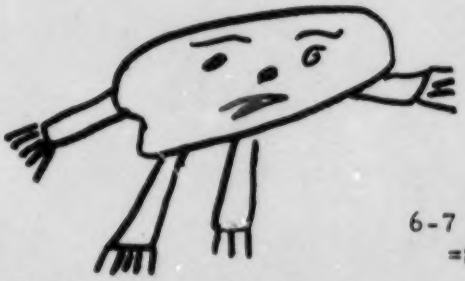
head, eyes, mouth, legs, feet (5 parts)

head, hair, eyes, mouth, legs (arms out of head do not score) (5 parts)

4-5 parts
=5=

head, eyes, mouth, body, arms, legs (6 parts)

head, hair, eyes, mouth, legs, feet (6 parts)



head, eyes, eyebrows, nose, mouth, legs, feet (arms out of head do not score) (7 parts)

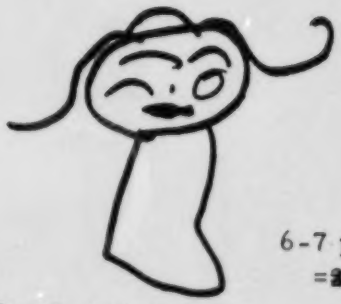
6-7 parts
=6=

EYE-HAND COORDINATION
ITEM 2 - Sample Boy/Girl Drawings

SCORE

head, eyes, mouth, body, legs, feet (6 parts)

head, hair, nose, mouth eyes, legs, feet (arms out of head do not score) (7 parts)



6-7 part
=3=

head, hair, eyes, eyebrows, nose, mouth, body (7 parts)

head, hair, eyes, nose, mouth, body, arms, hands, legs (9 parts)

head, hair, eyes, nose, mouth, body, arms, hands, legs (9 parts)

8-9 part
=3=

head, hair, eyes, nose, mouth, body, legs, toes (8 parts)

head, hair, eyes, nose, mouth, ears, body, legs, feet (9 parts)

head, hair, eyes, mouth, body, arms, hands, legs (8 parts)

8-9 par
=3=

head, hair, eyes, nose, mouth, body, arms, legs, feet (9 parts)

EYE-HAND COORDINATION - ITEM 2 - Sample Boy/Girl Drawings

head, hair, eyes, nose mouth, neck and shoulders, body, arms, hands, legs, feet (11 parts)

head, hair, eyes, eye-brows, nose, mouth, hands, legs, feet, body, clothing (11 parts)

SCORE

10-11 parts =4=

head, hair, eyes, nose, mouth, body, arms, legs, feet, clothing (buttons) (10 parts)

head, hair, ears, eyes, nose, mouth, body, arms, hands, legs, feet (belly button does not score as clothing)(11 parts)

head, hair, ears, eyes, nose, body, arms, hands, legs, feet, clothing (11 parts)

10-11 parts =4=

head, hair, eyes, nose, mouth, body, arms, hands, legs, feet, clothing (buttons)(11 parts)

head, hair, ears, eyes, nose, mouth, body, arms, hands, legs, feet, clothing (12 parts)

12-14 parts =5=

head, hair, ears, eyes, eye-brows, mouth, body, arms, hands, legs, feet, clothing (12 parts)

EYE-HAND COORDINATION
ITEM 2 - List of Body Parts for Scoring Boy/Girl

Count one for each of the following 14 body parts included on child's drawing:

1. head
2. eyes
3. eyebrows
4. nose
5. mouth
6. ears
7. hair
8. neck and shoulders (a neck counts one only if drawn with shoulders)
9. body
10. * arms (arms coming out of head do not count, nor do hands and fingers on those)
11. * legs
12. * hands and/or fingers (a hand or hands with or without fingers counts one)
13. * feet and/or toes (a foot or feet with or without toes counts one)
14. clothing (Count only once. If child has drawn only frills, such as buttons or a collar, count one for clothing.)

* Parts that come in pairs are counted one whether one or both are present in the drawing (e.g., one leg or two legs is counted one point). If in doubt, ask the child, "What is this?"

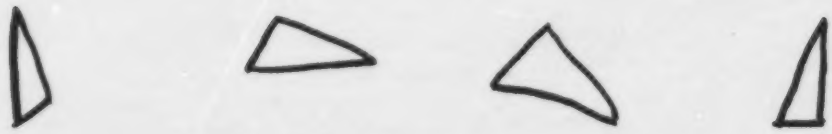
EYE-HAND COORDINATION
ITEM 3 - Sample Triangles to be Expected

SCORE

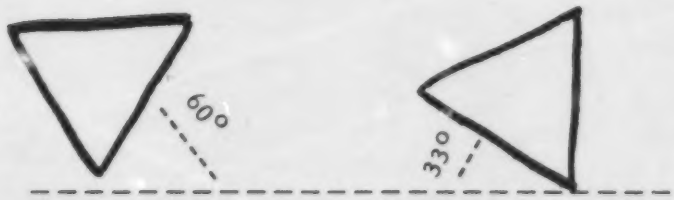
Unrecognizable =0=

One pointed corner =1=

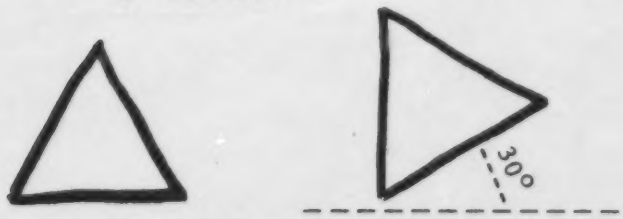
Two pointed corners =2=



Three pointed corners =3=

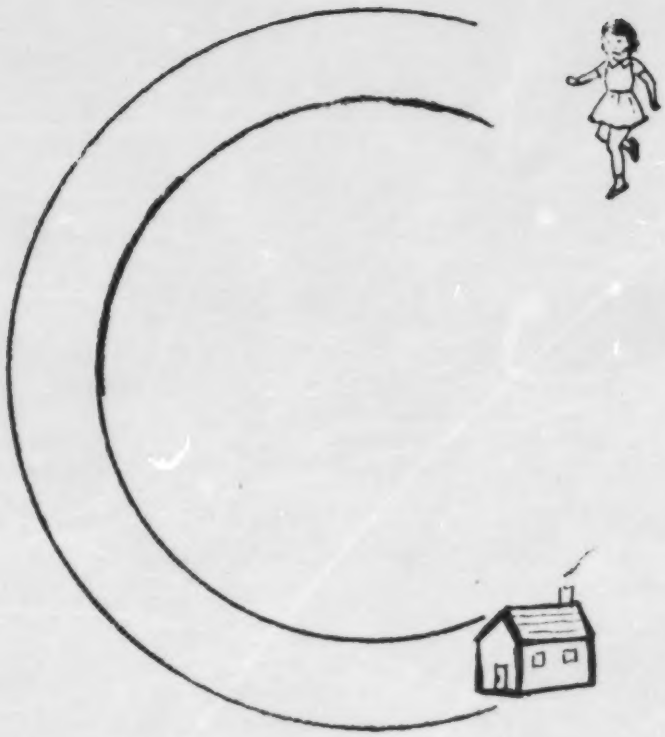


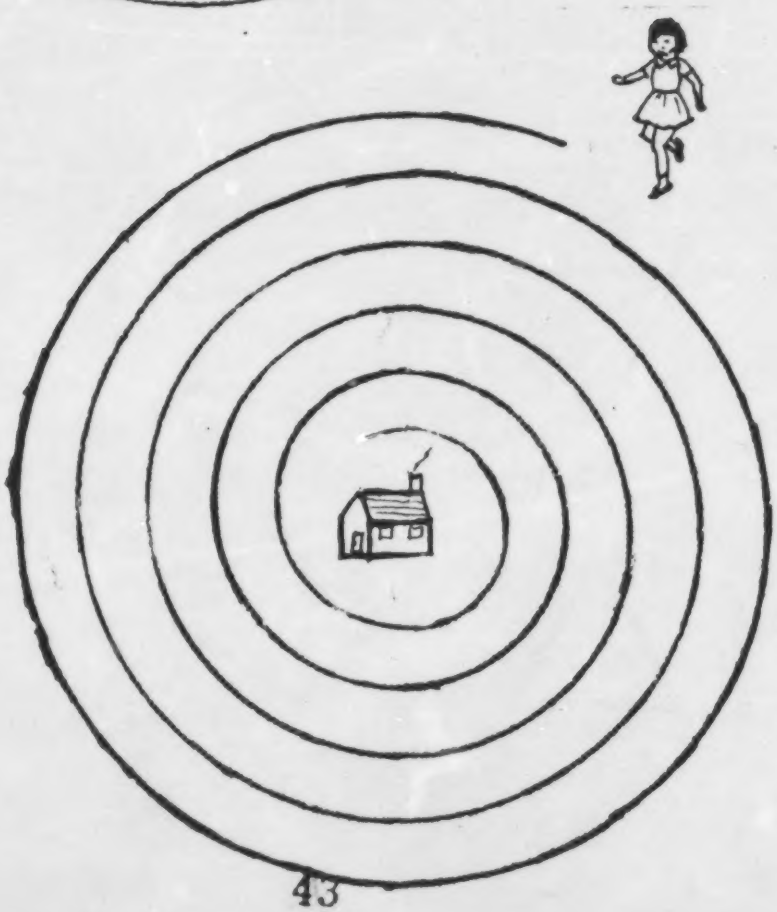
Three corners, equal sides, rotated 30^{o} or more =4=



Three corners, equal sides, not rotated more than 30^{o} =5=

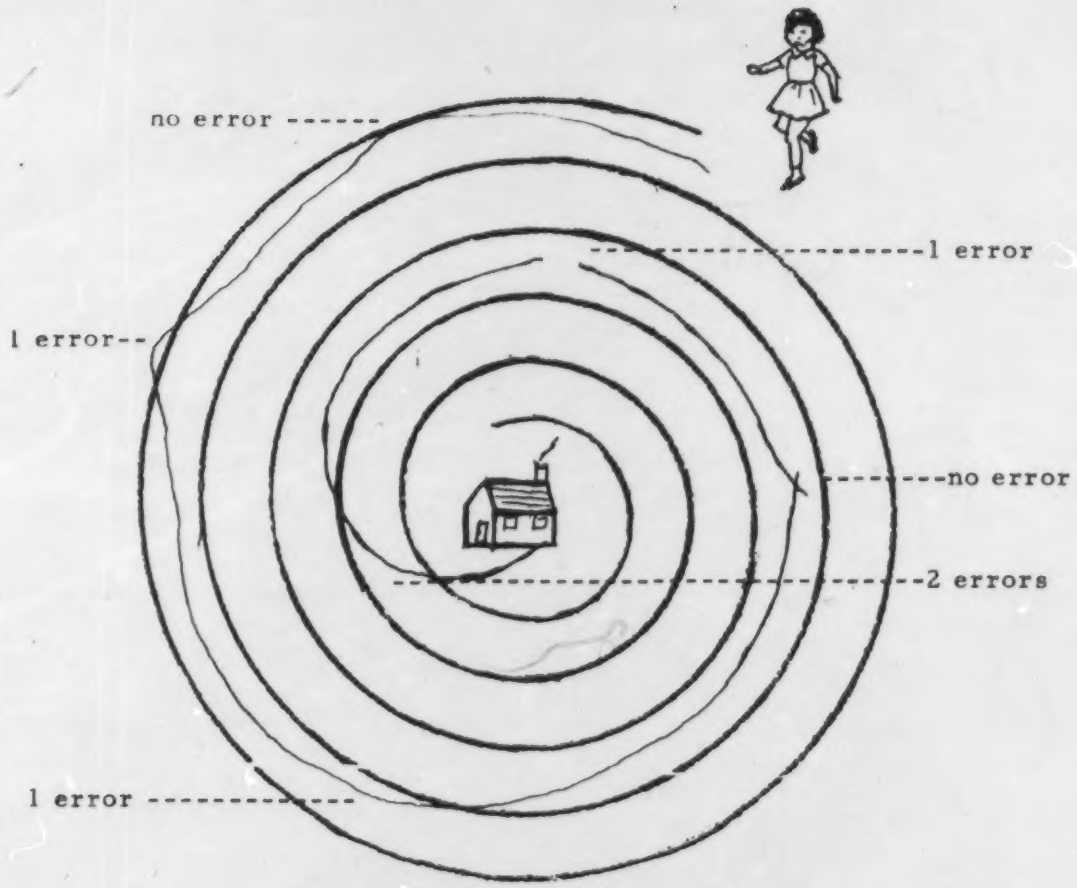
EYE-HAND COORDINATION
ITEM 4 - Demonstration and
Circular Maze
CHILD's COPY



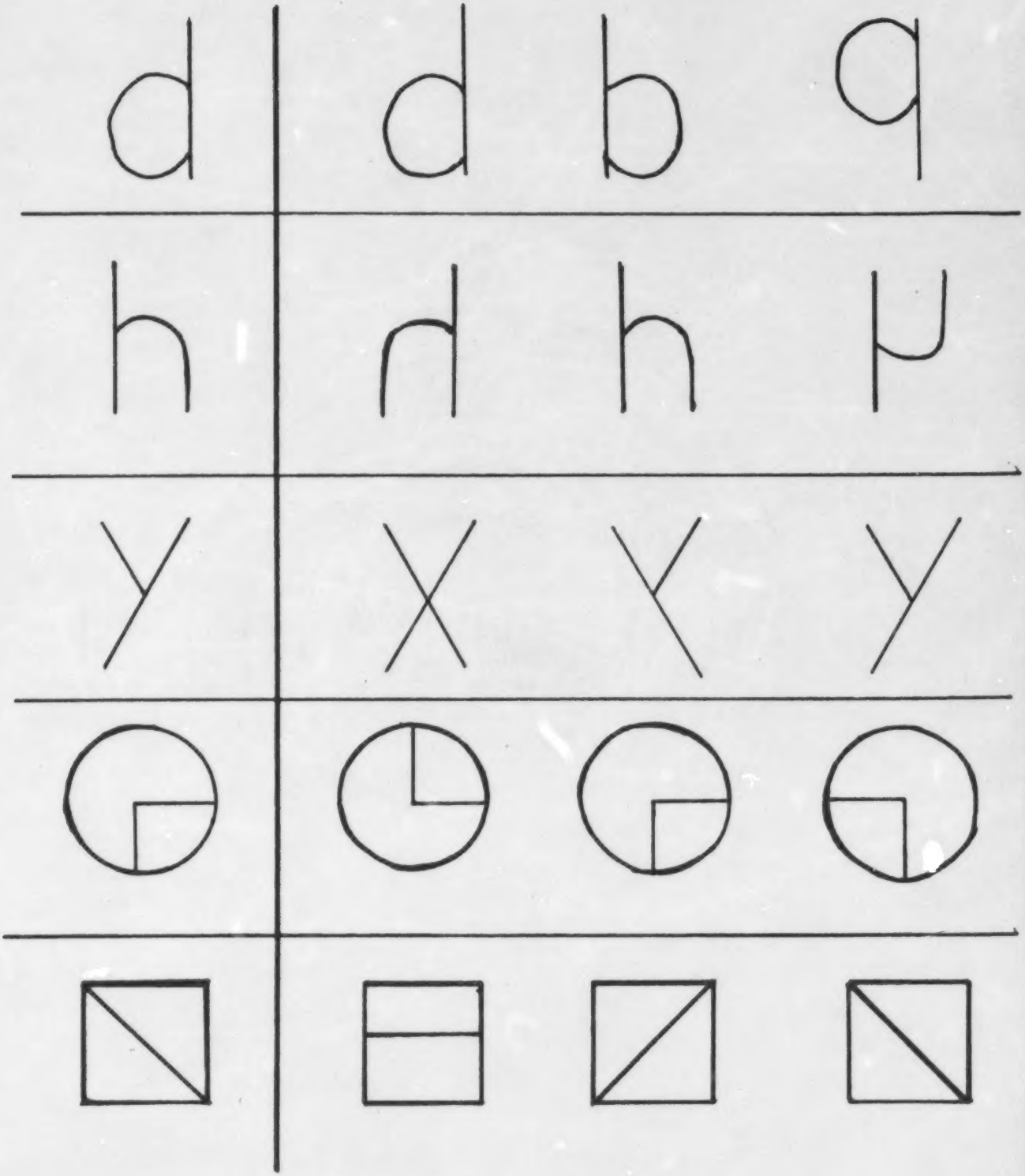


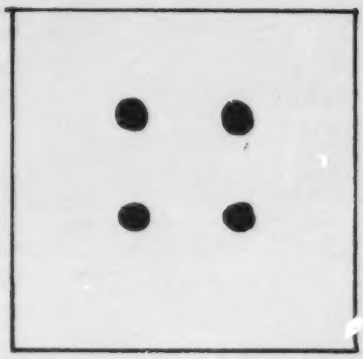
43

EYE-HAND COORDINATION
ITEM 4 - Sample Maze Errors to be Expected



EYE-HAND COORDINATION
ITEM 5 - Visual Discrimination Sheet
CHILD's COPY





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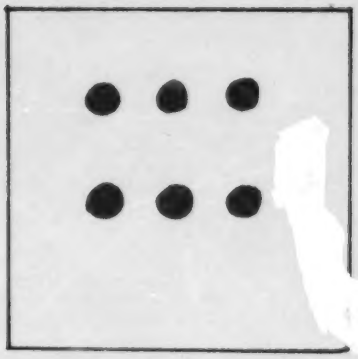

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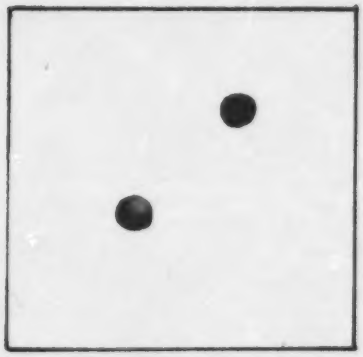

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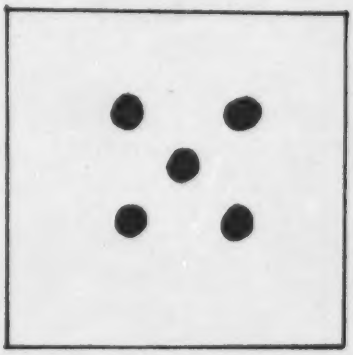

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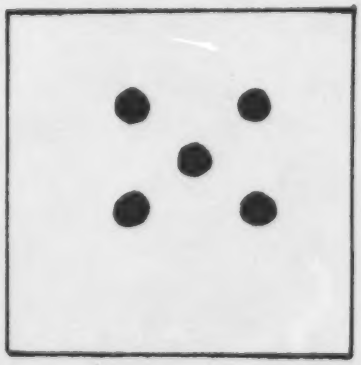

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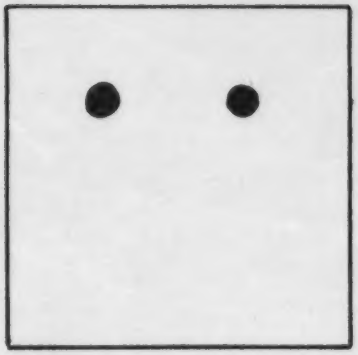
EYE-HAND COORDINATION
ITEM 6 - Block Drawings

SCREENER's COPY
(cut before screening)



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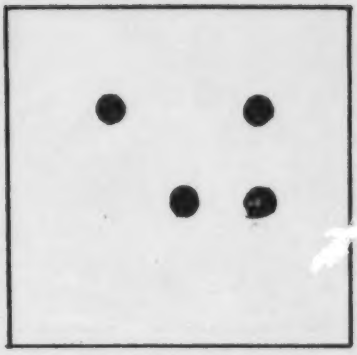
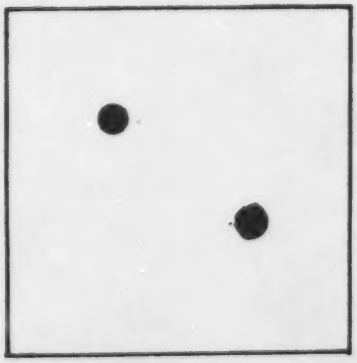


4

2

5



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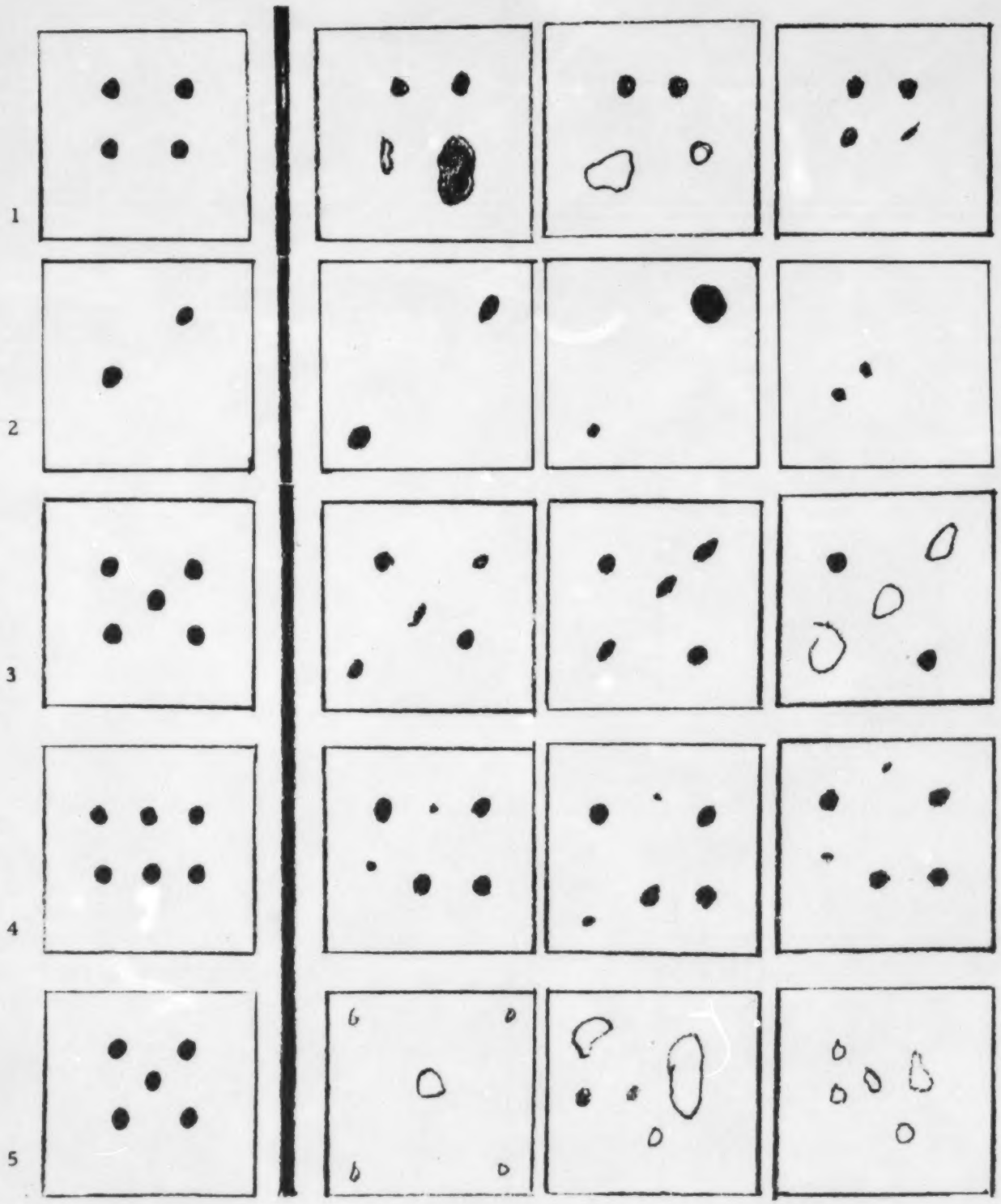
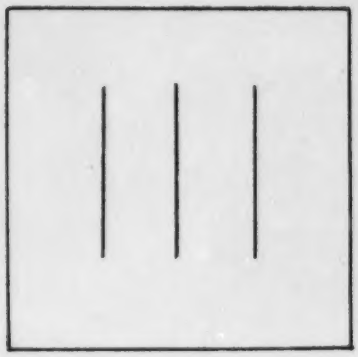
EYE-HAND COORDINATION
ITEM 6 - Block Drawings

CHILD's COPY

EYE-HAND COORDINATION
ITEM 6 - Samples of Acceptable Blocks





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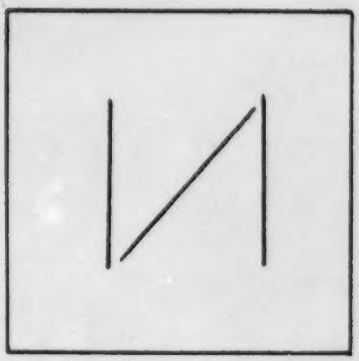

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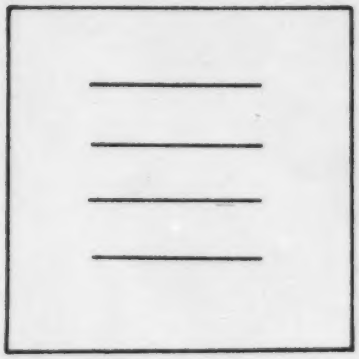

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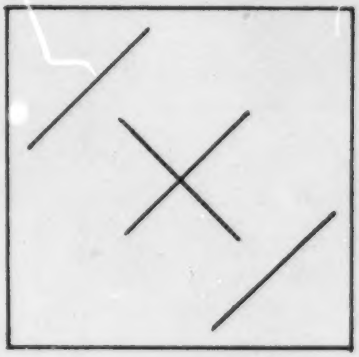

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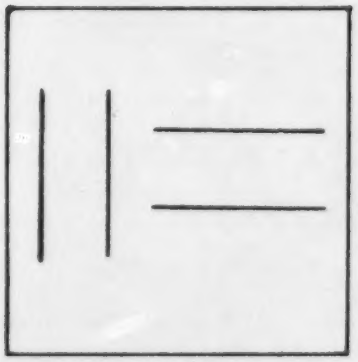

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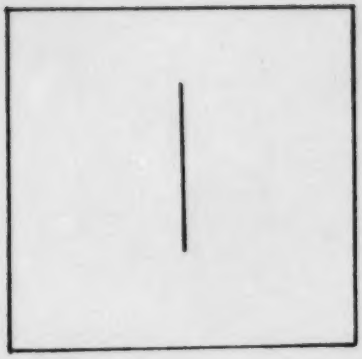
EYE-HAND COORDINATION
ITEM 7 - Stick in Box Drawings

SCREENER's COPY
(cut before screening)



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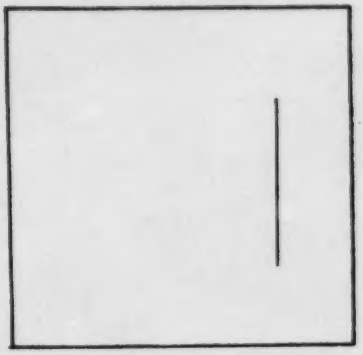

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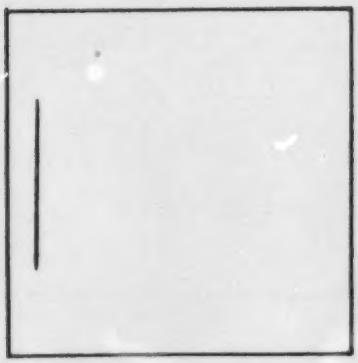

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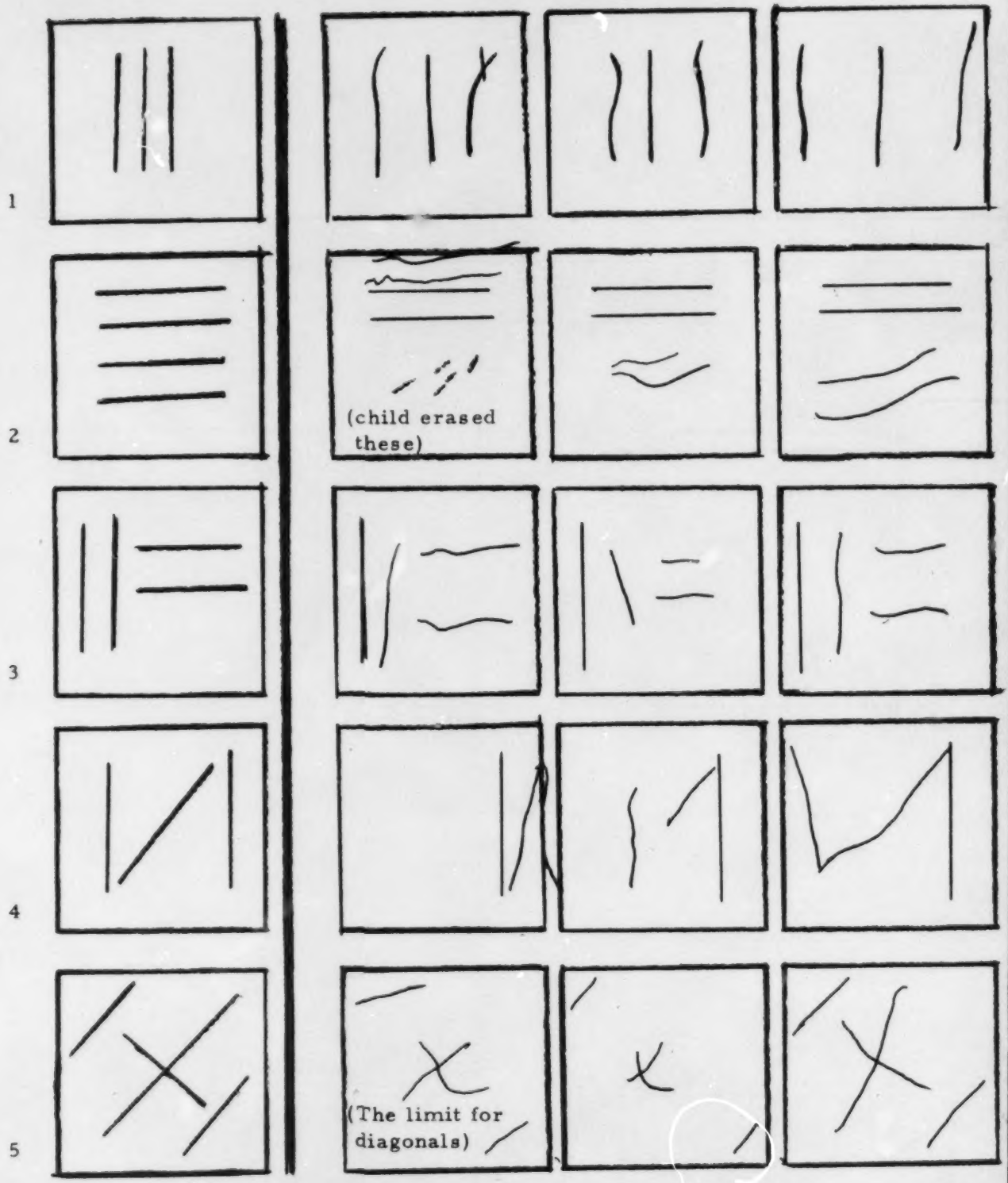
EYE-HAND COORDINATION
ITEM 7 - Stick in Box Drawings

CHILD's COPY

EYE-HAND COORDINATION
ITEM 7 - Sample of Minimally Acceptable Boxes



THE LANGUAGE-LEARNING SCREENING INSTRUMENT
Kindergarten Screening
Volunteers in Public Schools

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INSTRUCTIONS FOR LANGUAGE-LEARNING SCREENING

A. Purpose

Language is the tool for learning. It is a measure of a child's ability to relate to his environment by taking in and by giving out orally thoughts or feelings. Language develops in a time-order sequence. Oral language precedes written language. Naming the concrete and expressing events in time (verbs) precede the ability to express abstract attributes of thought and feeling.

B. Equipment

** 1. One primary chair for child
** 2. One primary table for child
** 3. One large chair for screener
4. Two #2 pencils
5. *Plural pictures (2 pp.)
6. *"Ing" pictures (2 pp.)
7. *Category pictures (6 pp.)
** 8. Scissors for screener
9. 3" x 5" card
**10. Book
11. Report Sheets (carbon paper and paper clips)

C. Screeners

Two volunteers (including bilingual screener where needed)

D. Arrangement of Screening Area

There should be a primary table and a primary chair for the child during screening. The screener should sit across the table from the child. The immediate environmental situation should be free from distractions.

The child should be alone with the screener, or with the screener and the adult recorder, if possible. Do not have a child waiting to be screened where he can see or hear the responses of the child ahead of him.

E. Procedure

After child is seated, ask the child his name and establish rapport. Give directions in English first, then in Spanish if needed. If the child requires some language other than English or Spanish, do not screen the child.

*Sample pictures are located at the back of the Language-Learning Instrument
**Items available in the school building

The items should be presented with enthusiasm. The screener should develop the ability to adjust to delayed response patterns in the young child.

Note: If the child refuses to take the entire Language-Learning Instrument, grid only NO RESPONSE on the Data Sheet. If the child refuses only certain items of the Instrument, grid those =0=.

1. CAN GIVE AGE, FULL NAME, BIRTH DATE AND ADDRESS

   a. Say, "What is your name?" If he gives his first name only, say, "What is the rest of your name?" Or, "What is your whole name?" (middle name not required)
   b. Say, "How old are you?" (years only)
   c. Say, "When is your birthday?" (day and month for credit)
   d. Say, "Where do you live?" (number and street; if the child does not give street and number, say, "What street and number?")

   Score on Data Sheet as illustrated below.

Responses:	None	1 of above	2 of above	3 of above	4 of above
Score:	=0=	=1=	=2=	=3=	=4=

2. BODY IDENTIFICATION

   The screener will score the child on six body parts. The child names the body part as the screener touches her own eye, ear, thumb, elbow, knee, ankle.

   Say, "Tell me what I am touching."

   If the child does not respond, the screener may encourage by saying, "What is this?"

   Screener touches her own eye.
   Screener touches her own ear.
   Screener touches her own thumb.
   Screener touches her own elbow.
   Screener touches her own knee.
   Screener touches her own ankle.

   Score on Data Sheet as illustrated below.

Body Parts:	None	1	2	3	4	5	6
Score:	=0=	=1=	=2=	=3=	=4=	=5=	=6=

3. COUNTS TO 30

Say, "Count for me." If the child hesitates, the screener should coach him by saying, "One, two, three; now you count." If there is some doubt as to the child's having counted to the best of his ability, say, "Now, let me hear you count again as far as you can go." If the child exceeds 35, interrupt him by saying, "Wow, are you a good counter!" (Score where the break is in the sequence of numbers.)

Score on Data Sheet as illustrated below.

Counts:	[illegible]	to 5	to 10	to 14	to 25	to 30
Score:	=0=	=1=	=2=	=3=	=4=	=5=

4. CAN REPEAT DIGITS

Present each digit in a monotone at the rate of two per second. Do not group numbers or let your voice fall at the end.

Say, "I am going to say some numbers, and I want you to say exactly what I say." (See the two groups of numbers below.) "Three, six." (Say these at the rate of two per second.) "Now you say it." If the child misses, change to the 2nd trial column and say, "Nine, two." If he misses, discontinue the item and score =0= on Data Sheet. If the child is correct in either repetition, proceed to three digits (1st trial column). If he is correct in either repetition, proceed to four digits, etc. If he misses both presentations of a given number of digits, discontinue screening and score the child according to number of digits correct.

1st trial	2nd trial if needed
36	92
641	352
8215	6239
65481	79531
413975	289631

Note: Scoring is confusing.

Score on Data Sheet as illustrated below.

Repeats:	0 or 1 digit	2 digits	3 digits	4 digits	5 digits	6 digits
Score:	=0=	=1=	=2=	=3=	=4=	=5=

5. PLURALS

Before screening the first child, cut plurals pictures along dotted lines so that screener can show them one at a time. Present flat on the table in proper order.

Say, "Here is one pencil. Here are two _____." Child should respond with the appropriate plural form. Repeat procedure with the next five pictures (coat, dress, man, mouse, child).

Score on Data Sheet as illustrated below.

Plurals:	None	1	2	3	4	5	6
Score:	=0=	=1=	=2=	=3=	=4=	=5=	=6=

6. ING VERB FORMS

Before screening the first child, cut the pictures along the dotted lines so that the screener can show them one at a time. Present them flat on the table in proper order.

Say, "Finish what I want to say."

Present the pictures one at a time and say,

"This boy is_____."
"This girl is _____."
"This boy is _____."
"This boy is _____."
"This girl is _____."

Count one for each correct ING form; for example, on the first item, running, jumping, hopping is acceptable. If the child says the same word for more than two items, give credit for only two. Example: If the child answers "jumping" for three pictures, give credit for only two.

Score on Data Sheet as illustrated below.

ING:	None	1	2	3	4	5
Score:	=0=	=1=	=2=	=3=	=4=	=5=

7. PREPOSITIONS

Place a book upright (standing up) and a 3" x 5" card in front of the child.

Say, "Put the card on the book."
Say, "Put the card behind the book."
Say, "Put the card in front of the book."
Say, "Put the card under the book."
Say, "Put the card in the book."

Score on Data Sheet as illustrated below.

Responses:	None	1	2	3	4	5
Score:	=0=	=1=	=2=	=3=	=4=	=5=

8. GIVES OPPOSITE ANALOGIES

Say, "I am going to say something, and you tell me what comes next."
Say, "An elephant is big. A cat is _____."

If the child does not say "little" or "small," repeat the sentence and complete it with emphasis on the word "little." This is a practice item and will not count in the scoring. Give the rest of the items without prompting.

Say, "Fire is hot. Ice is _____." (cold)
Say, "A block is square. A ball is _____." (round or circle)
Say, "A boy is short. A man is _____." (tall)
Say, "A rock is hard. A pillow is _____." (soft)
Say, "A rabbit is fast. A turtle is _____." (slow)

Score on Data Sheet as illustrated below.

Correct:	None	1	2	3	4	5
Score:	=0=	=1=	=2=	=3=	=4=	=5=

9. CAN CATEGORIZE

Say, "I'm going to show you three pictures. You point to the two pictures that go together best."

Count one for each correct response, verbalized, pointed to or both. Correct answers are:

a. dress - shoes
b. notebook - book
c. boy - girl
d. table - chair
e. apple - banana
f. truck - car

Score on Data Sheet as illustrated below.

Responses:	None	1	2	3	4	5	6
Score:	=0=	=1=	=2=	=3=	=4=	=5=	=6=

10. LANGUAGE USED

In the appropriate place on the Data Sheet, grid the language used in screening. If the child was screened in English only, grid English. If the child understood only Spanish, grid Spanish. If the child understood some English but required some Spanish, grid Both.

Score on Data Sheet as illustrated below.

Score:	LANGUAGE USED	ENGLISH	SPANISH	BOTH
		O	O	O

F. Adequate-Referred-No Response

Overall performance in Language-Learning should be gridded as follows:

ADEQUATE if total score is 26 or above
REFERRED if total score is 25 or below
NO RESPONSE if child refuses to take the entire Language-Learning Instrument

Score on Data Sheet as illustrated below.

Score:	ADEQUATE (26 or above)	ADEQUATE	REFERRED	NO RESPONSE
		O	O	O

G. Compilation Sheet and Report Sheet

After completing all information on the Data Sheet, complete the Language-Learning section of the Compilation Sheet. If child is referred or did not respond, transfer his name to the Report Sheet, filled out in triplicate with carbon paper.

H. Identification Card

Check the child's ID card upon completion of the Language-Learning Instrument.

Remember, if you are in doubt about a response, do not give credit. Do not give clues - you are not helping the child.

SPANISH SUPPLEMENT
INSTRUCTIONS FOR LANGUAGE-LEARNING SCREENING

1. CAN GIVE AGE, FULL NAME, BIRTH DATE AND ADDRESS

See English version for instructions and scoring.

a. Say, "¿Cómo te llamas?" (If child gives his first name only, say the name, and "¿Qué?" For example, "¿Maria qué...?" You can prompt him further by saying, "¿Cuál es el resto (o "lo demas") de tu nombre?"
b. "¿Cuántos años tienes?"
c. "¿Cuándo es tu cumpleaños?"
d. "¿Dónde vives?" If the child does not give street and number, say, "¿La calle y el número?"

2. BODY IDENTIFICATION

See English version for instructions and scoring.

Say, "Dime que estóy tocando." If the child does not respond, the screener may encourage by saying, "¿Qué es ésto?"

Screener touches her own (ojo), (oído), (dedo gordo), (codo), (rodilla), (tobillo).

3. COUNTS TO 30

See English version for instructions and scoring. Say, "Cuenta, por favor." If the child hesitates, the screener should coach him by saying, "Uno, dos, tres, ahora tú cuenta." If there is some doubt as to the child's having counted to the best of his ability, say, "Ahora, déjame oirte contar otra vez hasta donde puedas." If the child exceeds 35, interrupt him by saying, "¡Carramba, pero que bien cuentas!"

4. CAN REPEAT DIGITS

See English version for instructions and scoring. Say, "Voy a decir unos números y quiero que tú los repitas." (o) "Dilos como yo los digo. Tres, seis...ahora dilos tú." If he misses, say, "Nueve, dos." If he misses, discontinue the item and score =0=. If the child is correct, proceed to three digits and then four digits. Say, "Seis, cuatro, uno; tres, cinco, dos; ocho, dos, uno, cinco; seis, dos, tres, nueve; seis, cinco, cuatro, ocho, uno; siete, nueve, cinco, tres, uno; cuatro, uno, tres, nueve, siete, cinco; dos, ocho, nueve, seis, tres, uno."

5. PLURALS

See English version for instructions and scoring. Say, "Aquí está un lápiz. Aquí están dos_____(lapices)." Repeat for abrigo (abrigos); vestido (vestidos); hombre (hombres); raton (ratones); niño (niños).

6. ING VERB FORMS

See English version for instructions and scoring. Say, "Ahora quiero que me digas que está haciendo cada uno de estos niños. ¿Qué está haciendo este niño (o niña)?" Repeat for each picture. (Corriendo o caminando; brincando; escarbando; bateando; nadando.)

7. PREPOSITIONS

See English version for instructions and scoring.

a. Say, "Pon la tarjeta arriba del libro."
b. Say, "Pon la tarjeta detras del libro."
c. Say, "Pon la tarjeta enfrente del libro."
d. Say, "Pon la tarjeta debajo del libro."
e. Say, "Pon la tarjeta dentro del libro."

8. GIVES OPPOSITE ANALOGIES

See English version for instructions and scoring. Say, "Voy a decir algo y tú me dices lo que sigue. Un elefante es grande. Un gato es _____." If the child does not say "chiquito" or "pequeno," tell him he should say "chiquito" and then repeat the whole sentence. Give the rest of the items without prompting.

a. Say, "La lumbre (o el fuego) es caliente. El hielo es_____." (frio)
b. Say, "El bloque es cuadrado. La pelota es_____." (redonda)
c. Say, "Un hombre es alto. Un niño es_____." (corto o romito)
d. Say, "Una piedra es dura. Una almohada es_____." (suave o blandita)
e. Say, "El conejo es rapido. La tortuga es_____." (lenta o despaciosa)

9. CAN CATEGORIZE

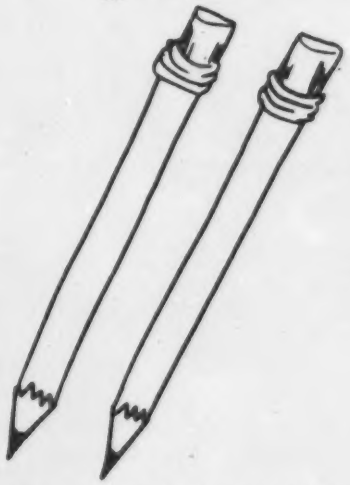
See English version for instructions and scoring. Say, "Te voy a enseñar unos retratos. Enséñame las dos cosas que van juntas."

Correct answers:

a. vestido - zapatos
b. libro - libreta o cuaderno
c. niño - niña
d. silla - mesa
e. manzana - plátano
f. camión o autobus - coche o auto

LANGUAGE
ITEM 5 - PLURALS

1



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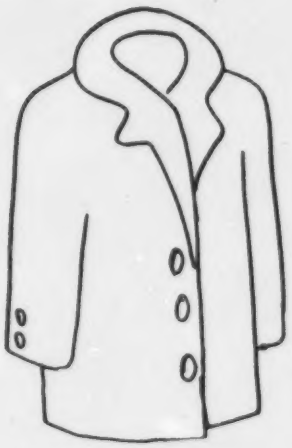

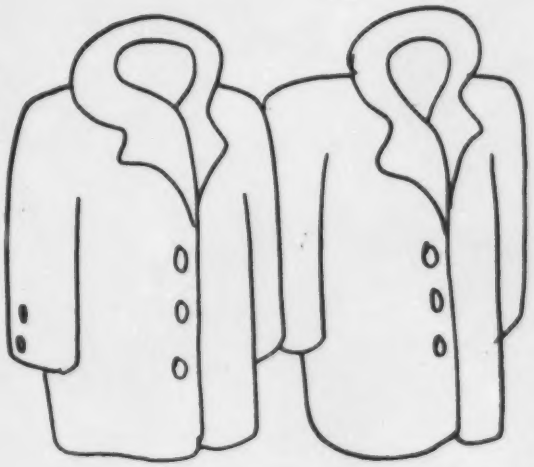

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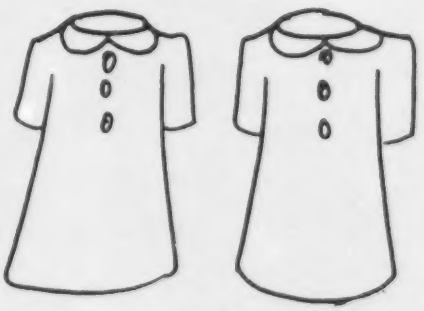

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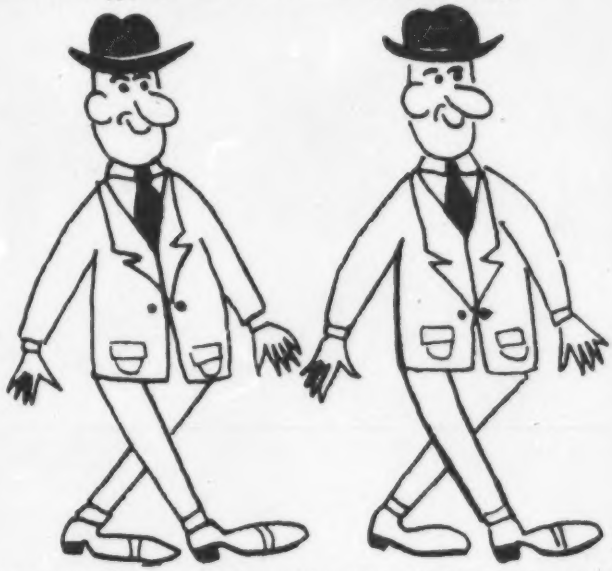

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6

LANGUAGE - ITEM 6
ING VERB FORMS

1

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3

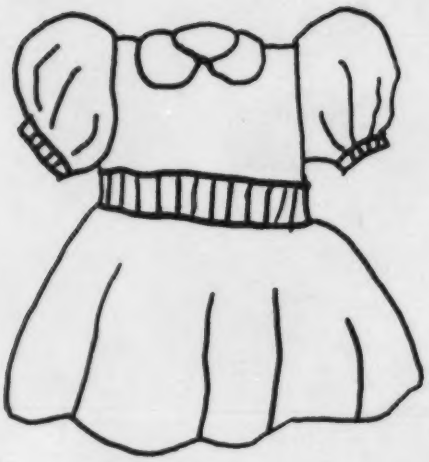
63

LANGUAGE - ITEM 6
ING VERB FORMS

4

64

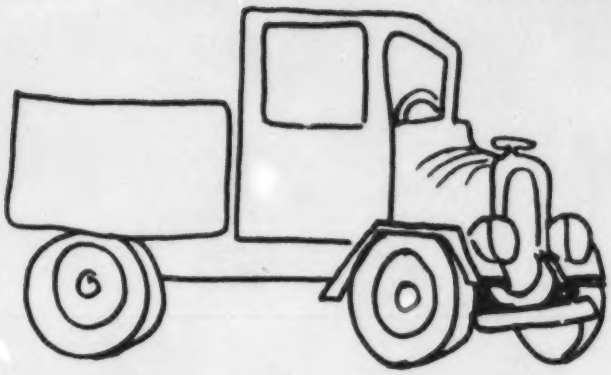
5

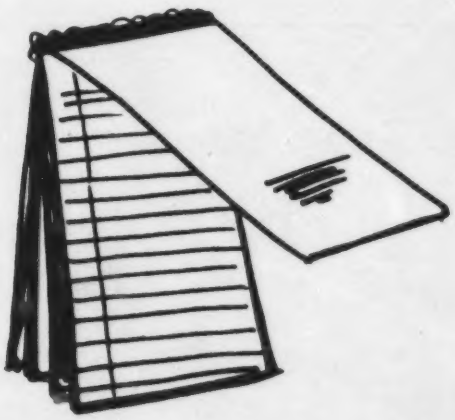


LANGUAGE - ITEM 9(a)
CAN CATEGORIZE

65

LANGUAGE - ITEM 9(b)
CAN CATEGORIZE





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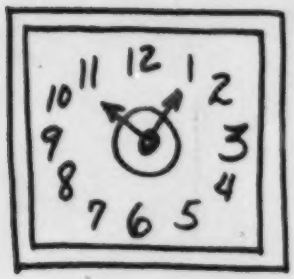
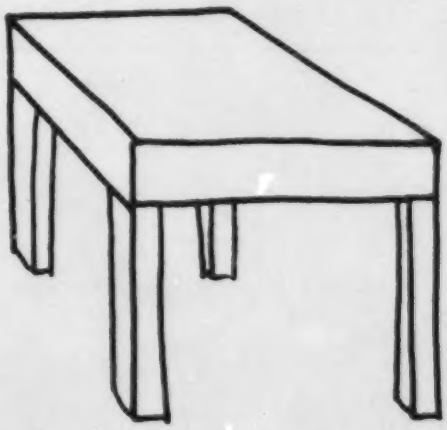
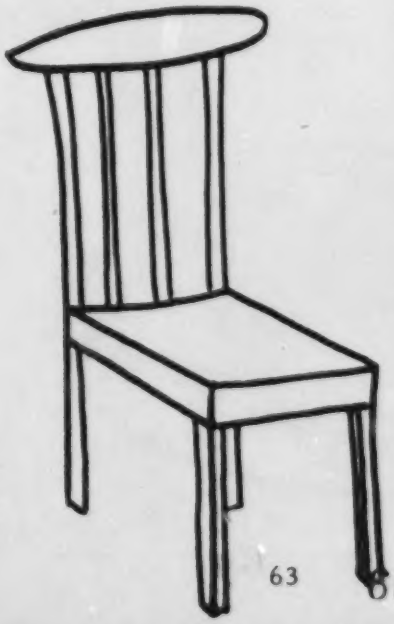
LANGUAGE - ITEM 9(c)
CAN CATEGORIZE

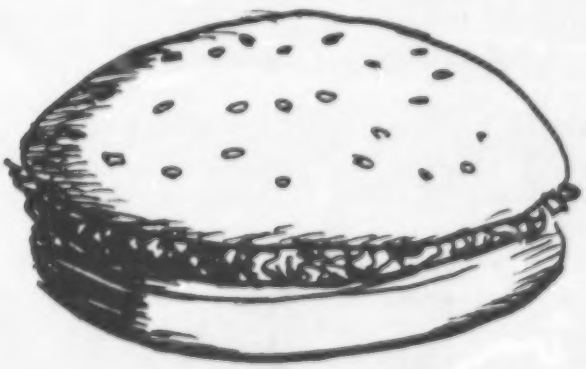
LANGUAGE - ITEM 9(d)
CAN CATEGORIZE



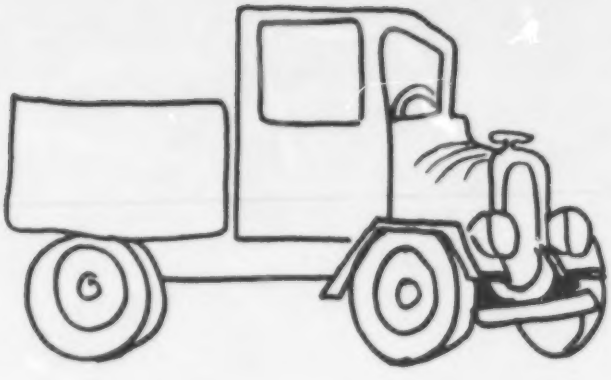


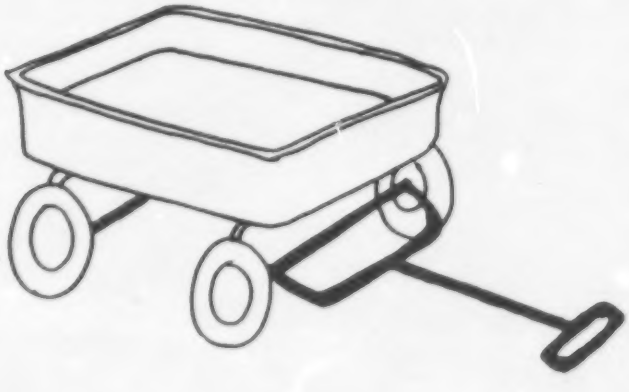


LANGUAGE - ITEM 9(e)
CAN CATEGORIZE



LANGUAGE - ITEM 9(f)
CAN CATEGORIZE





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THE GROSS MOTOR INSTRUMENT
Kindergarten Screening
Volunteers in Public Schools

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71

INSTRUCTIONS FOR GROSS MOTOR SCREENING

A. Purpose

The purpose of gross motor screening is to identify children who may need extra help in developing gross motor abilities. Gross motor refers to one's ability to use large muscles in body movement.

B. Equipment

**1. One table for each scorer
**2. One large chair for each scorer
3. 24" hoop (to make, connect one end of tubing to end containing dowel)
4. Tape measure
**5. Masking tape to mark lines for items 5 and 6
6. Five bean bags
7. Two #2 pencils
8. Report Sheets (carbon paper and paper clips)

C. Screeners

Two volunteers (including bilingual screener where needed). Large schools will need four volunteers to operate two stations.

D. Arrangement of Screening Area

Preferably use an empty classroom; however, if this is not available, set up stations in a secluded place (stage, etc.) with a floor or cement surface. Before screening the first child, see items 5 and 6 for necessary arrangement of area.

E. Procedure

1. Check stations to be sure all equipment is set up properly.

2. One volunteer will be sitting at table to record scores.

3. One volunteer will administer screening items and call out each child's score to the scorer.

4. In order to evaluate a child's performance on balance items, the screener must be directly in front of the child. (In this position, the screener can determine the score, while the scorer can mark the Data Sheet at her table.)

**Items available in the school building

5. Ask the child's name and establish rapport. Give directions in English first, then in Spanish if needed.

Note: If child refuses to take the entire Gross Motor Instrument, grid only NO RESPONSE on the Data Sheet. If the child refuses only certain items of the Instrument, grid those =0=.

1. STANDS ON ONE FOOT (STATIC BALANCE)

Screener should be standing directly in front of the child. Explain to child that he should not touch raised foot to floor or to his other leg. Say, "Let me see how long you can stand on one foot while I count." (May be demonstrated.) Count out loud to 20 seconds or until the child makes one of the following errors to regain balance:

- Touches raised foot to floor
- Touches raised leg to standing leg

Score on Data Sheet as illustrated below.

Stands:	Less than 5 seconds	5 seconds	10 seconds	15 seconds	20 seconds
Score:	=0=	=1=	=2=	=3=	=4=

2. STANDS ON ONE FOOT WITH EYES CLOSED (STATIC BALANCE)

Screener should be standing directly in front of the child. Remind child that he should not touch raised foot to the floor or to his other leg. Say, "Close your eyes and stand on one foot while I count. Don't peek!" (May be demonstrated.) Count out loud to 10 seconds or until child makes one of the following errors to regain balance:

- Touches raised foot to floor
- Touches raised leg to standing leg
- Opens eyes

Score on Data Sheet as illustrated below.

Stands: (eyes closed)	Less than 3 seconds	3 seconds	5 seconds	7 seconds	10 seconds
Score:	=0=	=1=	=2=	=3=	=4=

3. CAN SKIP (LOCOMOTIVE ABILITY: TOTAL BODY COORDINATION)

Say, "Can you skip?" (May be demonstrated.) Say, "Show me how you can skip around the room until I tell you to stop." Notice if he alternates feet - one forward, then the other.

Score on Data Sheet as illustrated below.

Skips:	Can't skip (walks, hops, gallops, etc.)	Up to 3 times	4-6 times	7-9 times	10-14 times	15 or more times
Score:	=0=	=1=	=2=	=3=	=4=	=5=

4. HOPS ON ONE FOOT (DYNAMIC BALANCE)

Say, "Can you hop on one foot?" (May be demonstrated.) Then say, "Show me how many times you can hop around the room while I count."

Count the number of correct hops the child can do before making one of the following errors to regain balance:

- Touches raised foot to floor
- Touches raised foot to the leg on which he is hopping

Score on Data Sheet as illustrated below.

Hops:	Less than 6 times	6 times	12 times	18 times	24 times
Score:	=0=	=1=	=2=	=3=	=4=

5. CAN THROW ACCURATELY (THROWING ABILITY)

Before screening the first child, place two masking tape marks on the floor 8' apart, measuring from the outside edges of the tapes.

One person must stand beside hoop (not behind it), and hold the hoop upright on one line to make the target. (This may be done by the scorer or an extra volunteer.)

The screener places child behind other line and puts five bean bags in front of him on the floor.

Say, "Look at the hoop and throw each bean bag right through the middle. Don't step over the line."

Allow five practive throws and watch child. If he steps forward over the line during the throw, place him far enough behind the line so that he will not step over it. DO NOT score the five practice throws.

Again, place the five bean bags on the floor in front of him to throw. Say, "Let's try this again." Count the number that go through the target and score accordingly. Bean bag must go through the target and can touch as it goes through. Do not count those that hit the floor and bounce through the target.

Score on Data Sheet as illustrated below.

Throws:	None	1 bag	2 bags	3 bags	4 bags	5 bags
Score:	=0=	=1=	=2=	=3=	=4=	=5=

6. JUMPS FORWARD (TOTAL BODY COORDINATION)

Before screening the first child, place two masking tape marks on the floor 3' apart, measuring from the outside edges of the tapes.

The child should be barefooted or have shoes with ties.

Screener should position herself to the side of the child and several feet away so that she can see the child's feet on take-off and landing.

Say, "Stand behind this line and jump all the way over the other line. Start off with both feet together and land with both feet together." (May be demonstrated.) Child may have one practice jump if needed.

Score on Data Sheet as illustrated below.

Jumps Forward:	Can't	Can't over second line	Over line, feet uneven on take-off and on landing	Over line, feet even on take-off, lands with feet uneven	Over line, feet uneven on take-off, lands with feet together	Over line, feet even on take-off and on landing
Score:	=0=	=1=	=2=	=3=	=4=	=5=

F. Adequate-Referred-No Response

Overall performance in Gross Motor should be gridded as follows:

ADEQUATE if total is 12 or above
REFERRED if total is 11 or below
NO RESPONSE if child refuses to take the entire Gross Motor Instrument

Score on Data Sheet as illustrated below.

Score: ADEQUATE (12 or above)	ADEQUATE	REFERRED	NO RESPONSE
	O	O	O

G. Compilation Sheet and Report Sheet

After completing all information on the Data Sheet, complete the Gross Motor section of the Compilation Sheet. If child is referred or did not respond, transfer his name to the Report Sheet, filled out in triplicate with carbon paper.

H. Identification Card

Check child's ID card upon completion of the gross motor Instrument.

SPANISH SUPPLEMENT
INSTRUCTIONS FOR GROSS MOTOR SCREENING

1. STANDS ON ONE FOOT (STATIC BALANCE)

   See English version for instructions and scoring. Say, "Vamos a ver cuanto tiempo te puedes parar sobre un pie mientras yo cuento."

2. STANDS ON ONE FOOT WITH EYES CLOSED (STATIC BALANCE)

   See English version for instructions and scoring. Say, "Cierra los ojos y párate sobre un pie mientras que yo cuento del uno al diez. No te asomes."

3. CAN SKIP (LOCOMOTIVE ABILITY: TOTAL BODY COORDINATION)

   See English version for instructions and scoring. Say, "¿Puedes brincar como yo?" (There is no special word in Spanish for skip. "Brincar" can mean jump, too.) Demonstrate skipping. Say, "Déjame ver como puedes brincar alrededor del cuarto hasta que te diga que te pares." Notice if he alternates feet - one forward, then the other. If child does not understand, say, "Quiero que brinques (saltes) con un pie y luego con el otro." Demonstrate.

4. HOPS ON ONE FOOT (DYNAMIC BALANCE)

   See English version for instructions and scoring. Say, "¿Puedes brincar con un pie?" Say, "Enséñame cuántas veces puedes brincar con un pie alrededor del cuarto mientras que yo cuento."

5. CAN THROW ACCURATELY (THROWING ABILITY)

   See English version for instructions and scoring. Say, "Puedes tirar esta bolsa por el medio del aro. Enséñame que bien lo haces."

6. JUMPS FORWARD (TOTAL BODY COORDINATION)

   See English version for instructions and scoring. Say, "Párate detrás de ésta línea y brinca hasta el otro lado de la otra línea. Empieza con los dos pies juntos y cae con los dos pies juntos."

APPENDIX

STUDENT IDENTIFICATION AND CHECK CARD

Name_____ V_____

Address_____ H_____

Birthday_____ Age_____ GM_____
(month, day, year)

LL_____

Teacher_____

EH_____

Check (✓) each area when completed.
Check ( ) if child needs bilingual screener.

KINDERGARTEN SCREENING
COMPILATION SHEET FOR KINDERGARTEN TEACHERS

Name_____Age____Sex:M__F__Teacher_____

VISION

Adequate____Right____Left____
Referred____Right____Left____
No Response____Right____Left____
Wears glasses____

Consult with School Nurse

HEARING

Adequate____
Referred____
No Response____
Wears hearing aid____

Consult with School Nurse

LANGUAGE-LEARNING

Adequate____
Referred____

Item	Score	(Mark score)
1	_____	
2	_____	
3	_____	
4	_____	
5	_____	
6	_____	
7	_____	
8	_____	
9	_____	
10	English_____Spanish_____Both_____	

No Response_____ Total_____

Consult with Speech Therapist or Educational Diagnostician

Comments: (i.e., categorizing pattern of two top or two bottom pictures)

EYE-HAND COORDINATION

Adequate____
Referred____

Item	Score	(Mark score)
1	_____	
2	_____	
3	_____	
4	_____	
5	_____	
6	_____	
7	_____	

No Response_____ Total_____

Consult with Educational Diagnostician

Comments: (i.e., rotates paper or draws upside down, etc.)

GROSS MOTOR

Adequate____
Referred____

Item	Score	(Mark score)
1	_____	
2	_____	
3	_____	
4	_____	
5	_____	
6	_____	

No Response_____ Total_____

Consult with P. E. Department

Comments: (i.e., possible orthopedic problem)

KINDERGARTEN SCREENING
DISTANT VISION REPORT SHEET
REFERRALS AND NO RESPONSE

School _____ Date _____

Name of Child	Referred			No Response	Wears Glasses		Teacher's Name
	R	L	B		Yes	No	

DISTRIBUTION: 1 copy to Principal
1 copy to Nurse
1 copy to VIPS Office

KINDERGARTEN SCREENING
HEARING REPORT SHEET
REFERRALS AND NO RESPONSE

School _____ Date _____

Name of Child	Referred	No Response	Wears Hearing Aid		Teacher's Name
			Yes	No	

DISTRIBUTION: 1 copy to Principal
1 copy to Nurse
1 copy to VIPS Office

KINDERGARTEN SCREENING
EYE-HAND COORDINATION REPORT SHEET
REFERRALS AND NO RESPONSE

School _____ Date _____

Name of Child	Referred	No Response	Teacher's Name

DISTRIBUTION: 1 copy to Principal
1 copy to Counselor
1 copy to VIPS Office

KINDERGARTEN SCREENING
LANGUAGE-LEARNING REPORT SHEET
REFERRALS AND NO RESPONSE

School _____ Date _____

Name of Child	English Referred	Spanish Referred	No Response	Teacher's Name

DISTRIBUTION: 1 copy to Principal
1 copy to Speech Therapist
1 copy to VIPS Office

KINDERGARTEN SCREENING
GROSS MOTOR REPORT SHEET
REFERRALS AND NO RESPONSE

School _____ Date _____

Name of Child	Referred	No Response	Teacher's Name

DISTRIBUTION: 1 copy to Principal
1 copy to Counselor
1 copy to VIPS Office